# U.S. Department of Education
## 2014 National Blue Ribbon Schools Program

[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I     [ ] Charter     [ ] Magnet     [ ] Choice

Name of Principal Mrs. Christi Lines
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.)  (As it should appear in the official records)

Official School Name West Cedar Elementary School
(As it should appear in the official records)

School Mailing Address 221 15th St NW PO Box 117
(If address is P.O. Box, also include street address.)

City Waverly                State IA                Zip Code+4 (9 digits total) 50677-0117

County   Bremer County                State School Code Number*  6840 0454

Telephone 319-352-2754                Fax  319-352-5975

Web site/URL   http://www.wsr.k12.ia.us        E-mail  christi.lines@wsr.k12.ia.us

Twitter Handle _____  Facebook Page _____  Google+ _____

YouTube/URL _____  Blog _____  Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Principal's Signature)

Name of Superintendent*Mr. Ed Klamfoth                E-mail: ed.klamfoth@wsr.k12.ia.us
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Waverly-Shell Rock CSD                Tel.   319-352-3630
I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Ms. Kelly Flege
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

_____Date_____
(School Board President's/Chairperson's Signature)

*Non-public Schools: If the information requested is not applicable, write N/A in the space.

# PART I – ELIGIBILITY CERTIFICATION

**Include this page in the school's application as page 2.**

The signatures on the first page of this application (cover page) certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)

2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.

3. To meet final eligibility, a public school must meet the state's AMOs or AYP requirements in the 2013-2014 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.

4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.

5. The school has been in existence for five full years, that is, from at least September 2008 and each tested grade must have been part of the school for the past three years.

6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2009, 2010, 2011, 2012, or 2013.

7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.

8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.

10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

# PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Question 1 is not applicable to non-public schools)

1. Number of schools in the district    <u>4</u> Elementary schools (includes K-8)
   (per district designation):           <u>1</u> Middle/Junior high schools
                                             <u>1</u> High schools
                                             <u>0</u> K-12 schools

                                             <u>6</u> TOTAL

**SCHOOL** (To be completed by all schools)

2. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban with characteristics typical of an urban area
   [ ] Suburban
   [X] Small city or town in a rural area
   [ ] Rural

3. <u>1</u> Number of years the principal has been in her/his position at this school.

4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

| Grade | # of Males | # of Females | Grade Total |
|---|---|---|---|
| PreK | 0 | 0 | 0 |
| K | 24 | 21 | 45 |
| 1 | 23 | 22 | 45 |
| 2 | 22 | 23 | 45 |
| 3 | 26 | 18 | 44 |
| 4 | 22 | 29 | 51 |
| 5 | 0 | 0 | 0 |
| 6 | 0 | 0 | 0 |
| 7 | 0 | 0 | 0 |
| 8 | 0 | 0 | 0 |
| 9 | 0 | 0 | 0 |
| 10 | 0 | 0 | 0 |
| 11 | 0 | 0 | 0 |
| 12 | 0 | 0 | 0 |
| **Total Students** | 117 | 113 | 230 |

5. Racial/ethnic composition of the school:

0 % American Indian or Alaska Native
0 % Asian
1 % Black or African American
6 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
91 % White
2 % Two or more races
**100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2012 - 2013 year: 9%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

| **Steps For Determining Mobility Rate** | **Answer** |
|---|---|
| (1) Number of students who transferred *to* the school after October 1, 2012 until the end of the school year | 8 |
| (2) Number of students who transferred *from* the school after October 1, 2012 until the end of the 2012-2013 school year | 11 |
| (3) Total of all transferred students [sum of rows (1) and (2)] | 19 |
| (4) Total number of students in the school as of October 1 | 222 |
| (5) Total transferred students in row (3) divided by total students in row (4) | 0.086 |
| (6) Amount in row (5) multiplied by 100 | 9 |

7. English Language Learners (ELL) in the school: 1 %
   3 Total number ELL

   Number of non-English languages represented: 2
   Specify non-English languages: Dutch, Spanish

8. Students eligible for free/reduced-priced meals: 18 %

   Total number students who qualify: 41

If this method is not an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

9.  Students receiving special education services:  __8__ %

    __17__ Total number of students served

    Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.  Do not add additional categories.

    | | |
    |---|---|
    | 0 Autism | 0 Orthopedic Impairment |
    | 0 Deafness | 2 Other Health Impaired |
    | 0 Deaf-Blindness | 5 Specific Learning Disability |
    | 0 Emotional Disturbance | 4 Speech or Language Impairment |
    | 0 Hearing Impairment | 0 Traumatic Brain Injury |
    | 0 Mental Retardation | 0 Visual Impairment Including Blindness |
    | 6 Multiple Disabilities | 0 Developmentally Delayed |

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

| | Number of Staff |
|---|---|
| Administrators | 1 |
| Classroom teachers | 10 |
| Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc. | 3 |
| Paraprofessionals | 6 |
| Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc. | 1 |

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1    __23:1__

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

| Required Information | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Daily student attendance | 96% | 97% | 95% | 92% | 95% |
| High school graduation rate | 0% | 0% | 0% | 0% | 0% |

13. **For schools ending in grade 12 (high schools)**
    Show percentages to indicate the post-secondary status of students who graduated in Spring 2013

| Post-Secondary Status | |
|---|---|
| Graduating class size | 0 |
| Enrolled in a 4-year college or university | 0% |
| Enrolled in a community college | 0% |
| Enrolled in career/technical training program | 0% |
| Found employment | 0% |
| Joined the military or other public service | 0% |
| Other | 0% |

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.
    Yes            No <u>X</u>

    If yes, select the year in which your school received the award.

# PART III – SUMMARY

The Waverly-Shell Rock Community School attendance centers are nestled within the communities of Waverly and Shell Rock in northeastern Iowa. The district serves 1950 K-12 students living in two communities of approximately 11,000 people. Seven schools make up the district, including four K-4 elementary schools, a 5-8 middle school, a 9-12 high school, and an alternative high school. The district strives "to create a passion for learning that will sustain students for a lifetime." Success at West Cedar Elementary is just one of the golden nuggets of success in the context of our school-wide passion for excellence supported by parents and the community.

Enrollment in the district has maintained modest increases over the past several years. Ninety-nine percent of the students are white, approximately 18 % of families meet federal poverty guidelines, 10 % of the students receive special education programming, and at least 5% are identified as at risk. The average annual mobility rate of students (new within the past two years) is under 10 %. Approximately 90% of district graduates begin a post-secondary educational experience after high school.

Most of the families in the West Cedar Elementary attendance center have both parents working outside the home. Parents are engaged in their child's education, attending Parent Teacher conferences, family fun events, and fine arts events; volunteering on the Parent Group; and helping with projects and activities as needed. Through the Parent Group they financially support our comprehensive view of the whole child by providing academic classroom supplies, transportation support for fine art field trips, and new equipment.

The community supports education through financial commitments (they passed both the School Infrastructure Local Option Sales Tax and the Instructional Support Levy) and through passionate involvement on committees and the Board of Directors. The district focuses on a systems approach to success through good financial resources, a strong program of district-wide curriculum development and revision, professional development grounded in the Iowa Professional Development Model, strong Professional Learning Communities, and continuous progress toward specific student achievement goals.

Academic skills are at the heart of what we do at Waverly-Shell Rock, and we are proud of our academic achievement at West Cedar Elementary. We strive for continuous, comprehensive improvement grounded in solid curriculum, challenging goals, and collegiality within our staff. We work closely with the district Director of Educational Services and Teacher Quality Professional Development committee to develop building and individual professional development goals that will result in increased student achievement. We strive to anchor our work in rigor and relevance, relationships and reflection. We believe one strategy to attain academic success is through character development, and we designate time and resources through professional development to focus on character development—not a character program, but systemic character development based on how adults demonstrate integrity in personal awareness, responsible behavior, and citizenship.

We believe in educating the whole child and intentionally provide social and emotional development experiences, relying on people and programs beyond West Cedar to build stronger support for children: Community Health Outreach Network, Take Charge of Your Body, Lunch with the Law, Hospital Friends, Bartels (retirement community) music therapy, Big Brother Big Sister mentoring, and Wartburg College field experiences and tutors. We believe our scores on the Iowa Assessments are reflective of the total program beginning in kindergarten. Teachers use formative data from a variety of sources to identify and meet individual student needs. We rely on collaborative partnerships to overcome student learning barriers: special education resource support, Title I reading program, reading associates, cross-grade buddies, and the building Care Team (teachers, school nurse, guidance counselor, AEA consultant and administrator). We approach student needs from the core belief system that scores are one piece of data in a highly data-driven system (individual scores, district scores, standards based assessments, attendance data, recess referrals, and office referrals), that parent concerns are paramount (parents love and know their children best), and that we can rely on our highly professional staff to meet those needs. We want more than high test scores—we want students who have a passion for learning that will sustain them for a lifetime!

# PART IV – INDICATORS OF ACADEMIC SUCCESS

**1. Assessment Results:**

a) Waverly-Shell Rock Community School collects and analyzes data in a long range, strategic process that supports student achievement. One of the key indicators of success is the Iowa Assessments. The Iowa Assessments are given to students in grades 3-8. The state of Iowa has adopted standard scores for the reporting of proficiency levels. Student proficiency is defined statewide as achieving the 41st percentile and above. Proficient performances include the middle level and the high level (90th percentile and above). Information on the state assessment system can be found at www.educateiowa.gov/.

At West Cedar Elementary, all students in grades three and four participate in the testing. A student must meet the state's full academic year of attendance requirement to be included in the reported results. The testing took place each November, and data were collected and analyzed for the following subgroups: grade level, gender, socio-economic status, and students with individualized education plans. Only subgroups of ten or more are reported out to the public.

The statewide proficiency levels in reading and math in grades three and four for the years 2009-2013 are generally in the mid-seventy to upper-seventy percentiles. Our district percent proficient levels range from around 80 percent proficient up to 93 percent proficient, and the West Cedar scores during those years range from 83 percent to 98 percent.

b) For the past several years our staff has worked very hard to reach success for all students. For example, in 1997 the district fourth grade reading proficiency level was 73%. Since that time, we have implemented all day kindergarten, adopted a new reading series (twice), employed a district technology integrationist and K-4 building reading associates, and implemented Professional Learning Communities. By 2012-2013 the district fourth grade reading proficiency level was 91%.

In 2012-2013, 93% of West Cedar third graders were proficient in Reading, 93% were proficient in Math, and 100% were proficient in science; 98% of West Cedar fourth graders were proficient in Reading, 94% were proficient in math, and 97% were proficient in science. In fourth grade reading about 40% of the students scored in the high performance level, and over half of the students scored in the intermediate performance level. In fourth grade math that division was equally split between middle and high at 45% each. In science all 97% proficient fell in the middle level.

Iowa assessment data for the last five years indicates consistently high achievement levels for third and fourth grade students at West Cedar Elementary. The reading performance is slightly higher in reading than math, with reading achievement ranging from 91-96 percent proficient in third grade and 90-98 percent proficient in fourth grade, and math achievement ranging from 83-93 percent proficient in third grade and 87-94 percent proficient in fourth grade. There is no significant trend up or down across time within any of the recorded content and grade levels. Instead, the inconsistencies across time appear to be reflective of specific groups of students and the variations inherent in small group sizes. As we continue to engage in professional development related to Response to Intervention strategies and standards based assessment and reporting practices, we anticipate closing even our small gaps in achievement.

**2. Using Assessment Results:**

Classroom teachers use formative assessment data regularly to monitor instruction and learning. Although the Iowa Assessment results are used to analyze individual student achievement and growth, we feel the greater impact of those results is in our use of the data to evaluate programs, celebrate success, and identify areas for growth.

One of the great strengths of Waverly-Shell Rock is the excellent support provided by the Director of Educational Services to analyze student data, including trends and targeted growth areas. The district Teacher Quality/Professional Development Committee, co-chaired by the Director of Educational Services

and a classroom teacher, lead analysis of student achievement data and guide decisions about district goals and allocation of resources to meet those goals. A West Cedar teacher and the principal serve on that committee. Professional development initiatives in recent years include teachers being trained to integrate Reading Strategies That Work into their daily instruction in all subject areas; to use graphic organizers to aid in student understanding of concepts being taught; to have a basic understanding of Science Writing Heuristic approach; and to use DIBELS assessments to help identify early reading skill deficits.

We use the Iowa Professional Development model to continuously cycle through data analysis, goal setting, professional development and program evaluation. This focus resulted in providing time and opportunities for West Cedar teachers to observe their colleagues throughout the district and hone their own instructional skills. They also collaborate weekly with their grade level colleagues in professional learning communities to identify what students need to know and be able to do, to create formative assessments, and to use evidence of student learning to improve individual and collective practices.

Utilizing electronic management systems to collect and store data has allowed district staff to shift efforts from data collection to data use and analysis. As an example, for the past fifteen years, elementary teachers have received information regarding reading skill development. Teachers can analyze this information by individual student, by the entire class, by each developmental reading skill, and by how all students at that grade are progressing. Doing so allows each teacher, or grade level or building teams, to analyze learning needs, identify effective instructional practice, and plan for continuous improvement. Recent work on Standards Based Reporting has honed their ability to clearly identify which students are meeting the learning standards and which students are not meeting the standards, allowing them to target responses to individual students.

Analysis of individual student needs has also led to targeting students who are not achieving at or above the proficient level on the Iowa Assessments for additional support services. At West Cedar, those services include small group instruction, reading associate support, a match with a Wartburg College tutor, more in-depth assessment for possible Title I support, and recommendation for special education support.

3.  **Sharing Lessons Learned:**

We are passionate about our Waverly-Shell Rock program and eager to share our success with our colleagues around the state and beyond, and to learn from their success. District administrators have developed and teach Mentoring and Induction for new teachers and evaluation training for administrators. Waverly-Shell Rock teachers serve as instructors for the Area Education Agency, colleges and universities, and state and national conferences.

West Cedar Elementary teachers function as a team and are seen as experts in their field. They share the success for all students and collaborate with their peers to improve learning for all students across the district. A team of staff members also works together as a technology cadre led by the district Technology Integrationist to lead, support, and share successful technology integration in the classroom. They write blogs and produce videos for the WSR technology website, which is accessed by their colleagues within the district and educators around the area and state.

Classroom teachers serve on district committees, both representing and reporting back to the staff. They regularly supervise Wartburg College education major students in field experiences and student teaching; lead district professional development; make presentations at District Professional Development sessions, Mentoring and Induction classes, and state conferences; and share their instructional strategies and classroom activities with peers and Board members. A kindergarten teacher recently presented at a regional workshop about how to implement iPads in the elementary classroom, manage iPads in the kindergarten classroom, and select appropriate apps for the K-2 level. One of the third grade teachers presented to pre-service teachers at the local private college about how to identify, implement, evaluate and monitor general education interventions when a student exhibits a suspected disability. The Technology Integrationist and Director of Curriculum/Staff Development regularly present beyond the district boundaries. The principal participates in area education agency's Professional Leadership and Learning Network, sharing West Cedar

success stories with her colleagues. We are very excited about the opportunity to share our success with a broader audience.

## 4. Engaging Families and Community:

Communication regarding school, building and district achievement includes many stakeholders: parents, teachers and staff, the Board of Directors, community members, and the state. The Director of Educational Services shares district data with teachers, administrators, the Professional Development committee and the Board, highlighting areas of growth and gaps to be addressed. Teachers share individual student achievement results with parents at trimester conferences as part of a larger discussion of the student's academic and social progress. Teachers also share student data with the Care Team and special education consultants, as needed, to inform the discussion and development of intervention strategies to improve achievement. They also communicate with administrators and each other at building staff meetings, Professional Learning Community meetings, and district grade level meetings, discussing building and grade level trends and needs.

The administrator shares building achievement data with families and the school community through the school newsletter, celebrating success and stressing the need for continuous improvement. In addition, the Director of Educational Services shares data analysis with the district Comprehensive Improvement Advisory Committee, which helps set district goals. She also prepares the Annual Progress Report, which includes Iowa Assessment and other data, to distribute to the wider community and submit to the Area Education Agency and the state. We feel it is vital to our success to keep our public well informed as we strive to find better ways to address the needs of our students. The annual district Report Card is presented to families and all district residents. Based on our conviction that educating the whole child will result in creating "a passion for learning that will sustain students for a lifetime," the Report Card is designed to showcase a variety of school quality measures to help patrons know about academic achievement, social/emotional development, and students' readiness to handle life.

# PART V – CURRICULUM AND INSTRUCTION

1. **Curriculum:**

Our district has a history of using current research to inform and shape educational decisions. Under the expert direction of the district Director of Educational Services, all teachers engage in ongoing review of emerging curricular content and promising practices; collaborate to effectively enact and assess standards; pilot, adopt, and create new instructional materials; and evaluate program quality. What used to be a six-year review cycle led by representative teachers is now an inclusive, continuous, and collaborative process to enact Iowa Core Standards, resulting in a comprehensive and aligned curriculum that attends to intended, enacted, assessed, and learned curricula.

The Language Arts program provides a balanced approach to literacy, including reading, writing, listening and speaking. We believe students will read for information, enjoyment, and application to achieve literacy. Phonemic awareness, vocabulary development, fluency and comprehension strategies are the foundations established at West Cedar Elementary. In age-appropriate ways, students read, interpret, analyze, and respond to literary and informational text and engage in daily writing and oral literacy experiences.

The Math program is designed to help students become confident and competent in their use of math, able to transfer and apply those skills to real life. To that end, we develop curriculum, instruction, and assessments to insure that students will understand concepts of numbers and processes of computation; properties of patterns, functions, and algebra; properties of the concepts of Geometry; concepts of data analysis and probability; and problem solving and communicating results.

The Science program provides hands-on experiences and inquiry based units with the Science Writing Heuristics approach to engage students in becoming scientific thinkers. Students utilize current scientific knowledge, processes, and an understanding of the nature of science to become literate in the areas of Life Science, Earth and Space Science, Physical Science and Engineering, and Technology and Applications of Science. From an early age they investigate the diversity of living things and learn about earth and its resources. They recognize biological changes and the forces of nature, and begin to understand the environmental interaction and interdependence of living things.

The inquiry units at the heart of the Science program go hand in hand with the thematic units in the Social Studies program. Through these activities and projects students understand the relationships between the physical, regional and cultural characteristics of our world; understand the past and how it influences our lives today and the world we will live in tomorrow; and understand the structure of government at various levels and the rights and responsibilities of US citizenship.

The Fine Arts are highly regarded in the community and school. General music and visual art instruction is provided at the elementary level, providing a strong skill foundation and appreciation for the arts. Students engage in rigorous curriculum and participate in a variety of fine arts experiences.

Movement is essential in the elementary world, and the Physical Education program capitalizes on that to help students learn the skills and attitudes they need to live healthy lives. All students participate in a variety of basic locomotor, non-locomotor movements, manipulative skills, balance skills, creative activities, and movement explorations.

This comprehensive curriculum is supported by guidance and media curriculum and services, at-risk and gifted/talented programming, and a broad spectrum of special education services.

2. **Reading/English:**

Our long range goal of achieving success for all students is beginning to be realized, and this is directly linked to the continuous, comprehensive improvement in our district reading program. Our district operates under the assumption that all those involved in accomplishing our long range goals should also help

determine how to meet them. The Director of Educational Services, administrative team, teachers, school board, community members and parents collaborated to prioritize two learning needs: through sustained quality instruction, maintain high levels of reading skills; and improve systemic supports for all students identified as having low reading skills.

Our current reading practices have systemically been aligned to the research base to include phonemic awareness and phonics strategies, reading comprehension strategies, think aloud activities, meta-cognition activities, vocabulary building activities, flexible group instruction, brain-based instruction, and guided reading. Reading fluency screening is used in the fall, winter and spring to assess and review the performance of all students in relation to student learning and performance standards. Early literacy efforts have recently led to a core group of teachers piloting and evaluating the Daily Five and CAFE approach to managing literacy learning, which, in turn, led to a teacher-led professional development effort to adopt this approach district-wide. Working as PLCs, elementary teachers collaborated to enact Iowa Core reading and writing standards and created common formative and summative assessments.

Systemic supports for struggling readers include reading associates, Title I Reading, Care Team services, student health services, the guidance program, volunteer tutors, parent communication, and special education services. Progress monitoring is implemented frequently to inform instruction and to determine when to eliminate, change, or continue a particular intervention strategy. Teachers and staff work as a team to identify gaps in learning and provide strategies to help children grow as readers. No child is allowed to fall behind without a team approach to assisting that child. Students who have mastered the standards and are achieving above grade level are challenged with "good fit" books and more complex materials. All students read for information, enjoyment, and application at West Cedar Elementary.

3.  **Mathematics:**

Waverly-Shell Rock adopted Everyday Mathematics in 2008. EDM is a research-based curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical thinkers. We chose this curriculum because it matched our mission and standards and our understanding of mathematical development. It emphasizes the use of concrete, real-life examples that are meaningful and memorable as an introduction to key mathematical concepts; repeated exposures to mathematical concepts and skills to develop children's ability to recall knowledge from long-term memory; frequent practice of basic computation skills to build mastery of procedures and quick recall of facts, often through games and verbal exercises; and the use of multiple methods and problem-solving strategies to foster true proficiency and accommodate different learning styles.

Each grade of the Everyday Mathematics curriculum is carefully designed to build and expand a student's mathematical proficiency and understanding. Our goal is to build powerful mathematical thinkers, and our teachers collaborate to ensure that our standards, instruction, and assessments align. They regularly meet in vertical grade strands to evaluate curriculum, identify overlaps and gaps, and determine together how to best meet the needs of our students.

Teachers supplement the core mathematics program with targeted instruction in fact fluency. Progress monitoring and other relevant assessments are used to identify foundational math skills and make data based decisions about individual intervention needs. Targeted instruction supports students who are performing below grade level and meets the needs of students who are performing above grade level.

4.  **Additional Curriculum Area:**

The Iowa Core for Science highlights student inquiry and requires students to become active learners in designing experiments, observing, questioning, and exploring. Waverly-Shell Rock has collaborated with local science instructors at the district and college level to implement the Science Writing Heuristic (SWH) approach to teach science standards at the elementary level. SWH is a process incorporating collaborative inquiry activities, cooperative negotiation of conceptual understanding, and individual writing and reflection.  Each component is equally as important as the next in successfully achieving the intended goals

and outcomes of the process. Building on current understandings of writing to teach science strategies, teachers have collaborated in their Professional Learning Communities to develop Science Writing Heuristic units tied to the Next Generation Science Standards (NGSS). They encourage students to examine laboratory activities in terms of having to justify their research questions, claims and evidence.

SWH has been a new approach to instructional design for many WSR teachers. They have found that it aligns with the Iowa Core's Characteristics of Effective Instruction and, when designed around NGSS, results in deep learning of important concepts and skills, as well as development of the Universal Constructs (creativity, collaboration, complex communication, critical thinking, flexibility and adaptability, and productivity and accountability). Teachers at West Cedar have created units and lessons, shared them with their PLC teams for feedback, revised them, taught them to students, and shared evidence of student learning with the team for feedback and reflection on the lesson/unit, as well as the depth and quality of student learning related to NGSS. This journey has taken teachers beyond developing content lessons to developing instructional units that engage students in meaningful learning and encourages them to develop "a passion for learning that will sustain (them) for a lifetime."

## 5. Instructional Methods:

Our district has been engaged in formal, comprehensive school improvement efforts for over a decade, implementing many instructional strategies, programs, and services to address student learning needs. Professional development has supported the use of Reading Strategies That Work integrated in all subject areas, Science Writing Heuristics, Project Based Learning, writing process, and the use of graphic organizers to aid in student understanding of concepts being taught. Flexible, small group instruction is a strategy regularly used in the elementary classroom, and instruction based on district standards and benchmarks is a strategy that focuses the learning. Science Writing Heuristics, daily oral language and daily math are also strategies that support effective instruction.

Current research informs and supports the integration of brain-based instruction, reciprocal teaching, inquiry based instructional strategies, appropriate technology strategies, explicit skill instruction, and differentiated instruction. Our teachers are reflective and flexible, responsive in adjusting instruction to meet student needs. They provide varied experiences and connect students' prior knowledge and experiences in the instructional process. They use a variety of resources and technology in the delivery of instruction and monitor student learning to maximize instruction. They also connect the character development curriculum to create a positive learning environment based on social interaction and self-regulation. Classroom procedures support high expectations for student learning, and other strategies are more effective in the safe and purposeful learning environment they create.

Teachers regularly modify and supplement instruction by utilizing associate support, educational pre-service students from the local college, parents and volunteers. They use targeted assessments and other data to create individual interventions and provide specific learning supports for every student to be successful. Teachers at West Cedar are especially adept at integrating technology to target individual needs.

## 6. Professional Development:

Our parts are only as strong as our whole. Student success at West Cedar Elementary is a product of systemic supports at the district level. Human and financial resource allocation and management, personnel evaluation procedures, curriculum development, physical plant management, technology support, district level data management, and strong professional development ensure future success. District staff collaborate to monitor student achievement and develop quality, job-embedded professional development aligned to student learning goals. As previously mentioned, the district Teacher Quality/Professional Development Committee is co-chaired by the Director of Educational Services , considered an expert in her field. The other co-chair of that committee is an excellent middle school teacher. Together they lead analysis of student achievement data and guide decisions about district goals and allocation of resources to meet those goals. The district professional development plan uses the Iowa Professional Development Model based on theory, classroom demonstration and practice, observation, reflection, and collaboration.

To maximize the professional development efforts, we use a Professional Learning Community (PLC) structure to engage in an ongoing process of aligning content, instruction, and assessment to the Iowa Core Curriculum for Literacy; develop and implement a balanced assessment system to of screening, diagnostic, formative, and summative assessments closely aligned to goals; use data to make ongoing decisions about instruction and interventions to impact student learning; gain horizontal and vertical consensus about what we want students to learn, how we will know when they've learned it, what we will do for students have learned it, and what we will do for students who have not yet learned it.

The district professional development plan may be implemented through building and individual professional development goals. For example, the district plan to "improve the ability of students to use an inquiry approach to investigate scientific principles" across the district looks different at the high school, middle school and elementary levels. However, the integrity and fidelity of implementation and teacher participation is monitored by the district committee. This systemic approach to professional development is one of the factors responsible for student success. Effective professional development and other systemic support services are making a difference for students at Waverly-Shell Rock Community School.

**7.   School Leadership**

Waverly-Shell Rock believes in empowering leaders at all levels. The administrative team, consisting of the superintendent, two elementary principals, one middle school principal, two high school principals, and the Director of Educational Services, meets weekly to explore issues, discuss effective practices, collaborate on goals and initiatives, share and support programs and activities, and collaboratively manage all things educational.

We believe student achievement relies on a quality process of selecting teacher leaders and defining their work within the district. Our culture of teacher leadership means we match the right people with the right work in the right way. We hire experts in their fields and provide systemic support to allow them to lead the growth toward improved student learning.  For example, a group of second and third grade teachers recently identified a need to address a wide range of student skill, revealed by the common assessments they had developed in their professional learning community. As these teachers searched for a solution to their problem of practice, they identified practices related to differentiated strategy grouping (DSG) based on common pre-assessments and agreed to work together to understand and implement the solution. A year of successful implementation, supported by significant gains in student learning, built momentum to offer DSG as one of four district-supported PD options for teachers. Now this work is supported by a district Response to Intervention work team that seeks to translate this and other related successes into a scalable, multi-tiered system of supports for students. Similar examples of teacher-initiated and teacher-led professional growth efforts exist across the district.

Teacher leaders also serve on district teams and committees, including Mentoring and Induction, Technology Integration Cadres, Wellness, Technology, Response to Intervention, Teacher Evaluation, Teacher Quality/Professional Development, and the district School Improvement Advisory Committee. We intentionally balance district-wide committees to have representatives from each building and all grade spans.

The culture of team leadership extends to the school board, district support services, and students. Administrators and teachers collaborate with the Technology Integrationist, Facilities Director, Business Manager, Technology Coordinator, Special Education Coordinator, and School Nurse to meet the needs of all students. Student achievement is measured in academics, sports, the arts, business, ag-related fields, character…and the list goes on. The right people with the right work in the right way--our village working together "to create a passion for learning that will sustain students for a lifetime."

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION--REFERENCED TESTS

**Subject:** Math                                         **Test:** Iowa Assessment  
**All Students Tested/Grade:** 3                    **Edition/Publication Year:** 2008  
**Publisher:** The Riverside Publishing Company

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Nov | Nov | Nov | Nov | Nov |
| **SCHOOL SCORES\*** | | | | | |
| % Proficient plus % Advanced | 93 | 89 | 83 | 93 | 84 |
| % Advanced | 61 | 45 | 42 | 35 | 28 |
| Number of students tested | 45 | 47 | 36 | 43 | 43 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| % of students tested with alternative assessment | 0 | 0 | 0 | 0 | 0 |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| % Proficient plus % Advanced | 75 | 71 | 82 | 75 | 88 |
| % Advanced | 25 | 29 | 18 | 25 | 13 |
| Number of students tested | 8 | 7 | 11 | 8 | 8 |
| **2. Students receiving Special Education** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Asian Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **7. American Indian or** | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| **Alaska Native Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| % Proficient plus % Advanced | 95 | 89 | 85 | 95 | 85 |
| % Advanced | 56 | 46 | 45 | 35 | 30 |
| Number of students tested | 41 | 46 | 33 | 40 | 40 |
| **10. Two or More Races identified Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **11. Other 1: Other 1** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2: Other 2** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3: Other 3** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Math
**All Students Tested/Grade:** 4
**Publisher:** The Riverside Publishing Company

**Test:** Iowa Assessment
**Edition/Publication Year:** 2008

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| **SCHOOL SCORES\*** | | | | | |
| % Proficient plus % Advanced | 94 | 87 | 93 | 90 | 92 |
| % Advanced | 40 | 41 | 38 | 38 | 53 |
| Number of students tested | 47 | 39 | 42 | 42 | 36 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1.  Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| % Proficient plus % Advanced | 89 | 91 | 67 | 90 | 86 |
| % Advanced | 44 | 18 | 22 | 20 | 43 |
| Number of students tested | 9 | 11 | 9 | 10 | 7 |
| **2. Students receiving Special Education** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Asian Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **7. American Indian or Alaska Native Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| % Proficient plus % Advanced | 93 | 94 | 95 | 90 | 94 |
| % Advanced | 41 | 47 | 41 | 41 | 54 |
| Number of students tested | 46 | 34 | 39 | 39 | 35 |
| **10. Two or More Races identified Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **11. Other 1:  Other 1** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA               **Test:** Iowa Assessments
**All Students Tested/Grade:** 3      **Edition/Publication Year:** 2008
**Publisher:** The Riverside Publishing Company

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Nov | Nov | Nov | Nov | Nov |
| **SCHOOL SCORES*** | | | | | |
| % Proficient plus % Advanced | 93 | 96 | 92 | 93 | 91 |
| % Advanced | 49 | 38 | 39 | 35 | 35 |
| Number of students tested | 45 | 47 | 36 | 43 | 43 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| % Proficient plus % Advanced | 100 | 86 | 82 | 75 | 88 |
| % Advanced | 25 | 0 | 18 | 38 | 13 |
| Number of students tested | 8 | 7 | 8 | 8 | 8 |
| **2. Students receiving Special Education** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Asian Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **7. American Indian or Alaska Native Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| % Proficient plus % Advanced | 93 | 96 | 91 | 95 | 93 |
| % Advanced | 51 | 39 | 42 | 35 | 35 |
| Number of students tested | 41 | 46 | 33 | 40 | 40 |
| **10. Two or More Races identified Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **11. Other 1:  Other 1** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**

# STATE CRITERION--REFERENCED TESTS

**Subject:** Reading/ELA  
**All Students Tested/Grade:** 4  
**Publisher:** The Riverside Publishing Company

**Test:** Iowa Assessment  
**Edition/Publication Year:** 2008

| School Year | 2012-2013 | 2011-2012 | 2010-2011 | 2009-2010 | 2008-2009 |
|---|---|---|---|---|---|
| Testing month | Jan | Jan | Jan | Jan | Jan |
| **SCHOOL SCORES\*** | | | | | |
| % Proficient plus % Advanced | 98 | 90 | 95 | 90 | 94 |
| % Advanced | 45 | 33 | 55 | 38 | 37 |
| Number of students tested | 47 | 39 | 42 | 42 | 35 |
| Percent of total students tested | 100 | 100 | 100 | 100 | 100 |
| Number of students tested with alternative assessment | | | | | |
| % of students tested with alternative assessment | | | | | |
| **SUBGROUP SCORES** | | | | | |
| **1. Free and Reduced-Price Meals/Socio-Economic/ Disadvantaged Students** | | | | | |
| % Proficient plus % Advanced | 100 | 91 | 78 | 90 | 86 |
| % Advanced | 22 | 0 | 44 | 20 | 43 |
| Number of students tested | 9 | 11 | 9 | 10 | 7 |
| **2. Students receiving Special Education** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **3. English Language Learner Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **4. Hispanic or Latino Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **5. African- American Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **6. Asian Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **7. American Indian or Alaska Native Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |

| | | | | | |
|---|---|---|---|---|---|
| Number of students tested | | | | | |
| **8. Native Hawaiian or other Pacific Islander Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **9. White Students** | | | | | |
| % Proficient plus % Advanced | 98 | 97 | 97 | 90 | 94 |
| % Advanced | 46 | 38 | 59 | 38 | 43 |
| Number of students tested | 46 | 34 | 39 | 39 | 34 |
| **10. Two or More Races identified Students** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **11. Other 1:  Other 1** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **12. Other 2:  Other 2** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |
| **13. Other 3:  Other 3** | | | | | |
| % Proficient plus % Advanced | | | | | |
| % Advanced | | | | | |
| Number of students tested | | | | | |

**NOTES:**